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Educational Writings

REVIEWS AND BOOK NOTES

Diagnostic studies in reading.—The analysis of specific deficiencies in reading, together with a systematic attempt to provide remedial instruction, opens up an interesting field for investigation. In a new monograph¹ W. S. Gray reports the results of extensive investigations of the diagnosis and treatment of cases of deficiency in reading ability. The studies were made possible by an appropriation from the Commonwealth Fund.

From a consideration of previous investigations five general types of defective reading were determined: (a) poor in all phases of reading; (b) weak in the mechanics of oral reading; (c) poor in interpretation; (d) slow in silent reading; and (e) neglecting important details. It is not held that these types are all-inclusive or absolutely distinct, but they serve to differentiate a large proportion of the cases studied. Fourteen possible causes of failure in reading were discovered: inferior learning capacity, congenital word-blindness, poor auditory memory, defective vision, narrow span of recognition, ineffective eye-movements, inadequate training in phonetics, inadequate attention to content, inadequate speaking vocabulary, small meaning vocabulary, speech defects, lack of interest, guessing, and timidity. It is, however, in the description of the technique developed for diagnosis of these difficulties in reading and for the remedial treatment of each type that the monograph makes its most valuable contribution. Diagnosis of the difficulties was made on the basis of a study of the child's history and the results of standardized and other tests. In some cases photographic study of eye-movements was made. While the methods used in remedial instruction were for the most part well-known methods, the way in which they were adapted to meet the requirements of the individual child in the light of the detailed study of the sources of his difficulties accounts for the large measure of success secured by the special treatment of these cases.

This monograph brings to their natural fruition the earlier extensive studies in reading already published in the series. It is a case book, the con-

¹ WILLIAM SCOTT GRAY, with the co-operation of DELIA KIBBE, LAURA LUCAS, and LAWRENCE WILLIAM MILLER, *Remedial Cases in Reading: Their Diagnosis and Treatment*. Supplementary Educational Monographs, No. 22. Chicago: Department of Education, University of Chicago, 1922. Pp. viii+208. \$1.75.

tents of which every teacher of reading should know, for while it deals primarily with cases of deficiencies and their remedies, in almost every instance there is a suggestion of means for recognizing faulty habits when they are first beginning to develop and for correcting them before they have become so ingrained as to require much time, effort, and skill to reform.

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College texts in educational measurements.—Up to the present year there have appeared a number of books dealing with the general problem of making scientific measurements in education. Some of these books have emphasized the careful rating of subject-achievement, while others have given the principal consideration to the determination of mental capacity. All of these books have been of an elementary character, giving elaborate descriptions of the various kinds of tests, but avoiding any sound and critical discussion of the entire problem. During the present year, however, Professor McCall has written a book¹ which gives a more mature and complete consideration of the whole subject.

After a preliminary chapter, in which the author gives in a series of fourteen theses his own concept of the place of educational measurements, the reader is led immediately into an elaborate discussion of the use of measurements in classifying pupils. The author, without debate, proposes that the general aims of classification are as follows: "The first fundamental objective of classification is to *put together those of equal educational status*. . . . The second fundamental objective of classification is to *put together those who will progress at equal rate*" (p. 19). The author then proceeds to illustrate how this would be done by carrying through a concrete case of classification with an actual group of pupils for whom a series of measurements have been obtained. The basis of classification is the educational quotient (E.Q.) obtained from a combination of standardized test scores in reading, completion of sentences, addition and subtraction, composition, multiplication and division, vocabulary, and spelling. This combined E.Q. is then interpreted, in the light of the pupil's corresponding I.Q., in relation to the standard educational age for each grade. The method is very suggestive although it apparently assumes a single standard of achievement for children of all grades of capacity, an assumption which is certainly debatable.

Other chapters which follow in Part I give an excellent discussion of the use of measurements in diagnosis, in teaching, in evaluating the efficiency of instruction, and in vocational guidance. These chapters contain an abundance of concrete suggestions for both teachers and administrative officers.

Part II, containing five chapters, is considerably more technical than Part I. The general subject for consideration here is the problem of construct-

¹ WILLIAM A. McCALL, *How to Measure in Education*. New York: Macmillan Co., 1922. Pp. xiv+416.